A

SPELLING BOOK,

BY

Mrs. *TEACHWELL.*

A

Spelling Book,

DESIGNED

To render the Acquiſition of the Rudiments of our native Language eaſy and pleaſant.

CONTAINING

I. A Preface, explaining the Manner of uſing the Book.
II. Variety of Alphabets, differently arranged.
III. A copious Set of Monoſyllables, claſſed agreeably to their Sounds.
IV. Words of two or more Syllables, arranged according to their Accent.
V. Sets of Words to be ſtudied as Leſſons, previous to reading the Story or Dialogue to which each Set belongs.
VI. A Courſe of eaſy Reading Leſſons for young Children; beginning with ſingle Words of three Letters, and advancing gradually to Sentences of ſix or ſeven Words.

To which is prefixed,

The CHILD'S LIBRARY; or, a CATALOGUE of BOOKS, recommended to Children from the Age of *three* to *twelve* Years.

By Mrs. *TEACHWELL*.

London:
Printed and Sold by J. MARSHALL and Co. at No. 4, ALDERMARY CHURCH YARD, in BOW-LANE.

[PRICE ONE SHILLING Bound.]

THE

SERIES of LITTLE VOLUMES,

TO WHICH THE

SPELLING LESSONS are designed as an Introduction.

In Monosyllables,

COBWEBS TO CATCH FLIES. VOL. I.

FABLES IN MONOSYLLABES.

In Words of more than one Syllable,

COBWEBS TO CATCH FLIES. VOL. II.

THE GOOD CHILD'S DELIGHT.

SHORT CONVERSATIONS.

FAMILIAR DIALOGUES.

THE HISTORIES OF MORE CHILDREN THAN ONE.

LITTLE STORIES FOR LITTLE FOLK.

THE HISTORIES OF A GREAT MANY LITTLE BOYS AND GIRLS.

MRS. TEACHWELL'S FABLES,

All adorned with Cuts, and sold by J. Marshall *and* Co. *No.* 4, Aldermary Church-Yard, *in* Bow-Lane, London.

MVSEVM
BRITAN
NICVM

PREFACE.

AN author is naturally anxious, that the purchaſer ſhould be ſatisfied with his bargain; and tries to anticipate the objections which may ariſe. Perhaps, the firſt thing that ſtrikes the purchaſer of this book, may be the great number of alphabets; the reaſons for inſerting ſo many are theſe,

A child who has a retentive memory, and much vivacity, will often repeat the letters by rote, and never look at, nay, ſcarcely *know* one character. The different ſizes imprints them more ſtrongly, and leads the little pupil to a readineſs in diſtinguiſhing any type. A new page, and a different arrangement, afford ſomething of *novelty*; which has infinite charms for infancy: for this reaſon, the book ſhould never be at the diſpoſal of the child, but produced occaſionally, as a favor; neither muſt the learning of the letters be a taſk; for though a book deſigned for infants would certainly be deficient without alphabets, yet letters ſhould be

taught by mean of toys, and the ſport of acquiring them rendered as lively as poſſible to the dear little one; who might, *as an indulgence*, be occaſionally gratified with a ſight of thoſe in the Spelling Book, allowed to compare his own, a with thoſe in page 1; or read them over, and arrange his own moveable ones in the ſame order as they are placed: After a time to do the ſame with page 3, leaving italics for future occaſions; — but, I am at *play* when I ſhould work; as every parent will not think it expedient to purchaſe toys for inſtilling the rudiments, to thoſe who chooſe to ſettle ſeriouſly to *a*, *b*, *c*, I muſt addreſs myſelf.

When the child knows the letters tolerably well in page 1; then turn to page 3, where they are arranged in different order; and when he has made uſe of thoſe a few days; *as an indulgence*, turn to page 5, and try whether he can readily name the ſame characters in a different ſize? Perhaps the trial ſhould hardly yet be made with the ſmaller alphabets at page 7: Let the ſcholar rather be kept where he is, and taught to diſtinguiſh the *vowels*; let him be told, that *they* are the letters which give the ſound.

When the roman letters are thus become perfectly familiar, our pupil may begin to *read* page

13,* in columns, *ba*, *ca*, &c; with which his *ear* will ſoon become acquainted; for children catch ſounds very readily; but the act of reading ſyllables is dull; it confines their roving eyes, it is a heavy taſk, and often diſguſts them, ſo as to raiſe an averſion for books; which it is difficult to ſurmount. To prevent this diſagreeable conſequence is the aim of Mrs. *Teachwell's Spelling Book:* thoſe ladies, therefore, who wiſh to avail themſelves of her labours for that purpoſe, will allow her to explain the plan for uſing it.

It has been remarked, that page 13 ſhould be firſt learned, and *that* in columns; this courſe ſhould be purſued regularly through the 13th and 14th pages; but, arrived at page 15th, it muſt be conſidered, that though the *idea* of ſounds is moſt eaſily acquired in ſyllables ending in a vowel, yet a child may be unable to *expreſs* that of two conſonants; ſo that the columns *bla*, *cla*, &c. may probably be of too difficult a pronunciation for the tender organs of our young pupil; ſhould that be the caſe, it will be better to paſs to page 18, and read *ab*, *ac*, than to allow of *imperfect articulation:* it is

* It is preſumed, that the teacher does the author the honor to read the advertiſement, page 9, which was deſigned as a preface, but afterward thought inſufficient.

doubtleſs much eaſier to pronounce *bad*, *had*, &c. than *bla*, *cla*, &c. we may therefore proceed for the preſent with thoſe eaſier ſounds.

When the three-letter words from page 20 to page 25, have been learned twice or thrice, and are read with eaſe, without ſpelling; then the learner ſhould ſee them fortuitouſly, to try whether he can name the word *at ſight*; and if he can, he may begin with the reading leſſons page 109; the teacher firſt condeſcending to read page 108, to enter into Mrs. *Teachwell*'s views on the ſubject. It muſt be made a *pleaſure* to read the three firſt leſſons, in portions ſuited to the capacity (and, I will whiſper, *inclination)* of our young pupil. The daily ſtudy muſt now be words of four letters, beginning page 25; and the reading leſſons thoſe three at page 109 and 110.

In all ſtages of our progreſs, the leſſon acquired yeſterday ſhould firſt be recurred to, in order to ſee that there is a perfect recollection of it, and then a new one begun.

After going twice through the words of four letters in columns to page 43, the ſame trial may be made as was before mentioned, reſpecting words of three letters; and then leſſons of four

letters (leſſon IV and V, page 110, &c.) may be uſed.

When the whole ſet of words in monoſyllables are acquired (to page 60,) then begin to read the nouns page 115.

And here I muſt remark, that ſuch leſſons may be rendered delightful by the aſſiſtance of cuts; moveable ones, to be produced after the leſſon is read, are eſteemed the beſt; or ſuch as *Marſhall* has, of nouns with their names at the back; rather than to have them appear in the page, to "draw little eyes aſide;" an objection which is ſometimes made to books embelliſhed with cuts, which, it muſt be owned, are the moſt powerful incentives to the love of reading that can be found for children; and, with proper management, the inlet to abundance of ideas. But even *without* their aid much may be done by a lively young mother, who will apply her vivacity to its beſt uſe, the information of her children; and endeavour to render the leſſons cheerful by ſuch obſervations as theſe: "*barn* is a place for corn; *ball* is what you play with;" &c. Such remarks create pauſes; they enliven the taſk; they prevent precipitation; and it can never be too often inculcated, that children muſt not run on at will till they heave for breath.

The columns of words arranged in ſets of *nouns, adjectives, verbs,* &c. are further deſigned to be of uſe to young grammarians; and to aſſiſt youthful mothers in teaching the rudiments of grammar. The ſame remark extends to thoſe leſſons of more words, in which the ſentences are all conſtructed in a ſimilar manner, and the part of ſpeech marked above. They may be made conducive to the giving of a clear idea of each; and will enable the teacher, as ſhe ſits at her needle, to examine the progreſs of elder children, and *that* even without the knowledge of grammar herſelf; it is only to break the ſentences, and aſk; "What part of ſpeech is *ripe?* — what is *frock?*—what is *briſk?*

"In my mind's eye," I ſee a blooming young woman, ſurrounded by charming little people, of various ages, ſuiting her queſtions, in turn, to the progreſs of each. — In imagination I hear her aſk of the elder ones ſome ſuch queſtions as theſe.

M. What do we *do* with a drum?

C. We beat it.

M. Beat then is ſomething which we *do*; ſo it is — what?

C. Is it a verb, mamma?

M. Look in page 114 and inform yourſelf.

"Oh yes!" (cries the happy child) "it is the firſt word among the verbs."

Always lead children on to diſcover things for themſelves; one diſcovery is worth a thouſand informations.

But to return to our younger pupil, who is only learning to read.

After page 120 has been read with propriety, we may, for change, introduce the firſt volume of COBWEBS TO CATCH FLIES; the beginning of which ſupplies eaſy reading leſſons in words of three letters only, perfectly ſuited to early infancy, with cuts to entice the infantine ſtudent on his way. The ſentences are longer than thoſe already uſed, therefore the words ought to be *ſhort*, and of *equal* length; they will ſerve as a trial, whether our pupil has a juſt idea of reading? namely, that he ſhould *ſpeak* the ſentences preciſely as he would were the words his *own*: Children ſpeak the dictates of their own minds with ſingular propriety: With what vivacity would a child utter any of thoſe infantine ſentences! with what ſpirit do they make enquiries!

As the child advances the ſame kind of management muſt be continued; the ſame addreſs exerted to keep alive curioſity, and to make the leſſon conducive to pleaſure.

The firſt volume of COBWEBS contains *infantine prattle* ſuited to the *gradual progreſs* of the young ſcholar; which will ſupply occaſional variety, interſperſed with the remaining leſſons in the Spelling Book. Let it not be thought diſgraceful to be confined long to words of *one* ſyllable; it will even be expedient frequently to recur to them: In fact, they are often more difficult than the firſt words of two ſyllables. To afford variety, *Marſhall* has FABLES in MONOSYLLABLES which Mrs. *Teachwell* does not recommend, becauſe ſhe wrote them; but which ſhe wrote, becauſe ſhe thought they would be of uſe for the ſame purpoſe as COBWEBS were deſigned.

But it is time to proceed to two ſyllables. At page 61 they begin; and a portion of them ſhould be ſtudied daily.

From page 61 to page 68, the words are arranged in ſets as they are accented. At page 69 they begin to be mixed promiſcuouſly, as they occur in the leſſons to which they are intended to be an introduction: and here the purchaſer may think that the accent ſhould be marked: ſo thought the writer; and it was begun, and continued through many pages, in ſpite of difficulty and trouble; but thoſe pages were cancelled, and the plan relinquiſhed—and it is hoped

the book may not be the worſe: A child could not have conned his leſſon without ſome attention from the teacher, and that will abundantly ſupply the deficiency. At page 68 the method of proceeding is explained, and now we enter on the COBWEBS, volume the ſecond, in the manner there pointed out; and ſo on through the *ſeries of little volumes*, if it be agreeable to procure them; if otherwiſe (as it is remarked in the advertiſement) the *words* are *words*, and occur in other books, which may be more pleaſing to the teacher.—Or the courſe of eaſy Reading Leſſons, from page 109 may ſuffice. — Thoſe leſſons would have appeared much more pleaſing had they occupied a greater ſpace; but the increaſe of price might have been a bar to the general uſe which Mrs. *Teachwell's love of children* makes her wiſh; on which account ſhe relinquiſhed the ſcheme of having them printed with conſiderable ſpace, as ſhe would otherwiſe have wiſhed, for the purpoſe of ſecuring children from reading two ſentences without a proper pauſe between: This however may be effected by mean of a ſmall ſcreen, which will enliven the leſſon, by proving an amuſement to the child to ſhift it.

Some apology may perhaps be required for a repetition of the ſame words, in thoſe ſets deſigned

to be ſtudied as a prelude to reading the ſtories; perhaps they ought to have occurred *leſs frequently*; but experienced teachers know that they have their uſe; the unexpected ſight of an *acquaintance* among ſo many *ſtrangers* cheers and delights the little one, who is travelling through a dreary deſart, in an unknown land.

The method adopted, page 68, will ſurely be approved, were it only that the eager curioſity raiſed in little minds by the appearance of cuts (added to an innate love of narrative or dialogue) renders it expedient to acquire the *words* of a leſſon before an attempt is made to read it. The objection to cuts, as withdrawing the attention of little readers, is obviated by thus previouſly ſtudying every difficult word.

With regard to the choice of books, Mrs. *Teachwell* fixed on thoſe which ſhe thought the beſt ſuited to the plan. It would be falſe modeſty to apologize for admitting her *own* little volumes among thoſe recommended for the purpoſe, ſince ſhe wrote them with a view of ſupplying a ſeries, to render the acquiſition of the firſt rudiments of language an amuſement.

Since the printer has had the copy of this Spelling Book, Mrs. *Teachwell* has ſeen a pleaſing little work of the kind, which boaſts Mrs. *Trimmer*

for its author: It is written with the ſame benevolent intention of ſmoothing the path of infancy, and on a ſimilar plan to this; a flattering circumſtance, though perhaps it may be impolitic to mention it, as the compariſon may be no advantage to that of Mrs. *Teachwell*; who deſires, however, that it may be placed at the head of her CHILD'S LIBRARY, or catalogue of books, which ſhe ventures to recommend to young mothers for their children.

THE CHILD'S LIBRARY.

MRS. *Trimmer*'s Spelling Book.
Mrs. *Teachwell*'s Spelling Book.
Cobwebs to catch Flies, vol. 1; or, Dialogues in ſhort Sentences, adapted to Children from the Age of Three to Five Years, in Words of Three Letters, Four Letters, &c.
Fables in Monoſyllables.
Cobwebs to catch Flies, vol. 2, in Words of One Syllable, &c.
Maſter *Meanwell*'s Rules.
The Good Child's Delight.
Short Converſations.
Familiar Dialogues.
The Hiſtories of more Children than One.
Little Stories for Little Folks.
The Hiſtories of a great many little Boys and Girls.
Mrs. *Barbauld*'s Leſſons.
Mrs. *Teachwell*'s Fables.
Series of Prints—and the Deſcriptions.
Nurſery Converſations.
Tête à Tête Converſations.
Juvenile Correſpondence.
Rational Sports.
School Occurrences.
School Dialogues for Boys.
Rational Dame.
The Female Guardian.
Filial Duty recommended and enforced.
The Governeſs, or little Female Academy.
A Courſe of Lectures for Sunday Evenings.
Sunday Improvement.
Short Lectures for Sunday Schools.
Birth Day Preſent.
Hymns in Proſe.
Aikin's Calendar of Nature.
Robinſon Cruſoe.
The Children's Friend.

Mrs. Teachwell's Spelling Book.

a b c d e f g

h i j k l m

n o p q r ſ s

t v u w x y z

A B C D E F G

H I J K L M

N O P Q R S T

V U W X Y Z

a b c d e f g

h i j k l m

n o p q r ſ s

t v u w x y z

A B C D E F G

H I J K L M

N O P Q R S T

V U W X Y Z

a k b i c j d

h e f g l t

p m ſ q s n r

o u z v y x w

A K B I C J D

H E G F L T

P M S Q N R O

U Z V Y X W

a k b i c j d

b e g f l t

p m ſ q s n r

o u z v y x w

A K B I C J D

H E G F L T

P M S Q N R O

U Z V Y X W

a b c d e f g h i j k l
m n o p q r ſ s t v u
w x y z

A B C D E F G H I
J K L M N O P Q
R S T V U W X Y Z

---

a e i o u y

---

b c d f g h j k l m n
p q r ſ s t v w x z

A E I O U Y

B C D F G H J K L
M N P Q R S T V
W X Z

a b c d e f g h i j k l
m n o p q r ſ s t v u
w x y z

A B C D E F G H I
J K L M N O P Q
R S T V U W X Y Z

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a e i o u y

---

b c d f g h j k l m n
p q r ſ s t v w x z

A E O I U Y

B C D F G H J K L
M N P Q R S T V
W X Z

a e c f d j g k b h i
l p m o n r q s x t ſ
u w v z y

A G J B L C E K H D
I F M U N Q T R O
S P X V Z Y W

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ct ff fi fl ſb ſh ſi ſk ſl ſſ ſt ffi ffl ſſi

æ œ Æ Œ

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a e c f d j g k b h i
l p m o n r q s x t ſ
u w v z y

A G J B L C E K H D
I F M U N Q T R O
S P X V Z Y W

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ct ff fi fl ſb ſh ſi ſk ſl ſſ ſt ffi ffl ſſi

æ œ Æ Œ

A	a		*A*	*a*		𝔄	𝔞
B	b		*B*	*b*		𝔅	𝔟
C	c		*C*	*c*		ℭ	𝔠
D	d		*D*	*d*		𝔇	𝔡
E	e		*E*	*e*		𝔈	𝔢
F	f		*F*	*f*		𝔉	𝔣
G	g		*G*	*g*		𝔊	𝔤
H	h		*H*	*b*		ℌ	𝔥
I	i		*I*	*i*		ℑ	𝔦
J	j		*J*	*i*		𝔍	𝔧
K	k		*K*	*k*		𝔎	𝔨
L	l		*L*	*l*		𝔏	𝔩
M	m		*M*	*m*		𝔐	𝔪
N	n		*N*	*n*		𝔑	𝔫
O	o		*O*	*o*		𝔒	𝔬
P	p		*P*	*p*		𝔓	𝔭
Q	q		*Q*	*q*		𝔔	𝔮
R	r		*R*	*r*		ℜ	𝔯
S	ſ	s	*S*	*ſ*	*s*	𝔖	𝔰
T	t		*T*	*t*		𝔗	𝔱
V	v		*V*	*v*		𝔙	𝔳
U	u		*U*	*u*		𝔘	𝔲
W	w		*W*	*w*		𝔚	𝔴
X	x		*X*	*x*		𝔛	𝔵
Y	y		*Y*	*y*		𝔜	𝔶
Z	z		*Z*	*z*		ℨ	𝔷

ADVERTISEMENT.

THE ſyllables are arranged in ſuch a manner as to facilitate the acquiſition, by the perpetual recurrence of ſimilar ſounds:---the monoſyllable words the ſame; and care has been taken to place each in order agreeable to the ſound of the vowel in that particular word; this occaſions ſome apparent repetitions, and perhaps apparent errors: as for inſtance: *ſow*, arranging with *vow* ---and *ſow*, *ſew*, agreeing in ſound with *row* --- with many others of the ſame kind.

THEY are arranged in columns, as appearing diſtinct --- and perhaps moſt pleaſing to the eye of childhood. When they have been twice gone through, it will be eaſy for the teacher to make trial of the

little pupil's progreſs, by ſhewing them to him in a different order.

A very copious ſet of monoſyllable words are inſerted; and the writer recommends to ladies to keep their pupil confined to them, till he ſhall have acquired them perfectly --- the reſt will be eaſy.

IN teaching little people, there is often not ſufficient attention paid to a very obvious method of leading them on; namely, by giving them the ſound of the vowel, or dipthong in that particular word: for inſtance, ſuppoſe the child to heſitate at *trace* --- aſk him *a, c, e* --- then *r, a, c, e* --- then prefix *t*; --- *cheat* --- aſk him *e, a, t,* then *h, e, a, t,* --- then *c, h, e, a, t:* --- thus he feels his way; and diſcovering, or rather recognizing, the ſound, (for I ſuppoſe this to be the ſecond time of going over the words) he retains a clearer idea than he would by being directly informed.

THERE is, perhaps, but one objection to the preſent arrangement, and that may be obviated by proper attention --- it is, that the ſimilar ſounds may lead the little pupil into reading with a tone, ſuch as children acquire when they are ſuffered to read rhyming verſe.

THERE is but a ſmall collection of diſſyllable and polyſyllable words; becauſe the writer thinks it needleſs to ſwell the volume with many of them.

IN the choice ſhe was influenced by a wiſh to gratify the little ſtudent; who would doubtleſs have pleaſure in the proſpect of reading ſtories and dialogues ſuited to his age; and the expectation would certainly be a great ſpur to his induſtry: but it does not neceſſarily follow, that all the little volumes which are named muſt be purchaſed. The words are words, and occur in other books, as well as in thoſe

which the writer had in view. At the ſame time young ladies, to whom tuition is new, may be pleaſed to have a ſet of books, *written purpoſely for young Children*, announced to them in the order in which they are deſigned to be read.

THE ſyllables are divided as they are ſounded, ſuch being eſteemed by the writer the beſt method; ſince the diviſion is of no further conſequence, when the words are acquired, ſo as to be known at ſight.

ba	na	be	ne	bi	ni
ca	pa	ce	pe	ci	pi
da	ra	de	re	di	ri
fa	ſa	fe	ſe	fi	ſi
ga	sa	ge	se	gi	si
ha	ta	he	te	hi	ti
ja	va	je	ve	ji	vi
ka	wa	ke	ye	ki	wi
la	ya	le	we	li	yi
ma	za	me	ze	mi	zi

bo	no	bu	nu	by	ny
co	po	cu	pu	cy	py
do	ro	du	ru	dy	ry
fo	ſo	fu	ſu	fy	ſy
go	so	gu	su	gy	sy
ho	to	hu	tu	hy	ty
jo	vo	ju	vu	ky	vy
ko	wo	ku	--	jy	wy
lo	yo	lu	yu	ly	--
mo	zo	mu	zu	my	zy

bla	fra	cha	ble*	pre
cla	gra	pha	cle	tre
fla	pra	dwa	fle	wre
gla	tra	kna	gle	—
pla	wra	ſwa	—	bli
ſla	ſma	twa	bre	cli
—	ſna	ſca	cre	fli
bra	ſpa	ſka	dre	gli
cra	ſta	ſha	fre	pli
dra	—	qua	gre	ſli

* To be ſounded in the ſimpleſt Manner; as in the Beginning of words - - - *blee*, &c.

bri	kni	twi	bro	kno
cri	ſhi	whi	cro	pho
dri	ſci	ſmi	dro	quo
fri	ſki	——	fro	ſto
gri	phi	blo	gro	ſwo
pri	qui	clo	pro	tho
tri	thi	flo	tro	---
wri	ſpi	gło	wro	two
——	ſti	plo	——	who
chi	ſwi	ſlo	cho	——

blu	fru	ſku	cly	dry
clu	gru	ſhu	dly	fry
flu	pru	ſmu	fly	gry
glu	tru	ſnu	gly	pry
plu	wru	ſpu	ply	try
ſlu	——	ſtu	ſly	wry
——	chu	ſwu	thy	chy
bru	knu	thu	——	phy
cru	phu	——	bry	ſhy
dru	ſcu	bly	cry	thy

ab	ap	eb	ep	ib
ac	--	ec	--	ic
ad	ar	ed	er	id
af	aſ	ef	es	if
ag	as	eg	eſ	ig
ah	at	--	et	--
ak	aw	ek	--	ik
al	ax	el	ex	il
am	ay	em	ey	im
an	az	en	ez	in

ip	ob	op	ub	up
--	oc	--	uc	--
ir	od	or	ud	ur
if	of	of	uf	uf
is	og	os	ug	us
it	oh	ot	--	ut
iv	ok	ow	uk	--
ix	ol	ox	ul	uv
--	om	oy	um	ux
iz	on	oz	un	uz

bad	cap	tan	bed	wem
had	gap	van	fed	gem
lad	lap	——	led	hem
mad	map	bat	red	——
pad	nap	cat	wed	let
ſad	rap	hat	——	met
——	ſap	mat	beg	net
bag	tap	rat	leg	ſet
hag	——	ſat	——	wet
lag	can	vat	fen	yet
nag	fan	——	hen	ſex
rag	man	lax	men	vex
tag	pan	wax	pen	——
——	ran	——	ten	web

bib	fig	dip	fix	bog
fib	gig	hip	ſix	dog
nib	jig	lip	——	fog
rib	pig	nip	bob	hog
——	rig	ſip	fob	jog
bid	wig	tip	job	log
did	——	bit	mob	——
hid	fin	fit	rob	fop
kid	gin	hit	ſob	hop
lid	hin	nit	——	lop
rid	pin	pit	God	mop
——	ſin	ſit	nod	ſop
big	tin	wit	rod	top
dig	win	——	——	——

cot	hot	not	ſot	box
dot	jot	pot	wot	fox
got	lot	rot	——	

cub	bug	gum	gun	ſup
rub	dug	hum	nun	——
tub	hug	mum	pun	but
——	jug	rum	run	cut
bud	lug	ſum	ſun	gut
cud	mug	——	tun	hut
mud	rug	bun	——	nut
——	tug	fun	cup	put

cry	pry	fly	ſky	ſpy
dry	try	ſly	thy	ſty
fry	wry	ſhy	why	

bay	may	dew	pew	boy
day	nay	few	yew	coy
gay	pay	hew	due	hoy
hay	ray	jew	hue	joy
jay	ſay	mew	rue	toy
lay	way	new	ſue	

coo	bow	mow	doe	roe
too	cow	now	ſoe	ſoe
woo	low	ſow	hoe	toe
——	how	vow		

bow	row	off	die	lie
low	ſow	oft	fie	pie
mow	tow	——	hie	tie

old	pea	fee	ell	ill
owe	ſea	ſee	elk	inn
own	tea	——	elm	ink
——	——	ebb	end	imp
lea	bee	egg	——	odd

awe	taw	ear	oat	yew
daw	——	eat	——	——
haw	ace	——	oil	key
jaw	age	eye	——	ſhe
law	ape	ice	one	ſle
maw	are	——	won	——
paw	——	oak	——	who
raw	aid	oar	uſe	——
ſaw	aim	oaf	you	act

and	aſh	arm	aſk	aſs
apt	ark	art	aſp	——

back	lamp	rank	ſang
hack	vamp	ſank	tang
jack	——	tank	——
lack	band	——	caſh
pack	hand	cant	daſh
rack	land	pant	gaſh
ſack	ſand	rant	haſh
tack	——	——	laſh
——	bank	bang	maſh
camp	hank	rang	raſh
damp	lank	hang	ſaſh

lamb	laſt	park	leſs
jamb	maſt	———	meſs
———	paſt	bard	———
laſs	———	card	beſt
maſs	gaſp	hard	jeſt
paſs	haſp	yard	neſt
———	raſp	———	reſt
bath	———	carp	teſt
lath	heft	harp	veſt
path	———	———	weſt
———	bark	harm	———
(hath)	cark	farm	bend
———	dark	———	fend
caſt	lark	garb	lend
faſt	mark	yarn	mend

rend	fell	belt	fern
ſend	ſell	felt	yern
tend	tell	melt	———
vend	well	pelt	jerk
———	———	———	———
bent	beck	next	bill
lent	neck	text	fill
rent	peck	vext	gill
ſent	———	———	hill
tent	help	herb	kill
vent	yelp	verb	mill
went	———	———	pill
———	pelf	herd	rill
bell	ſelf	———	ſill
dell	held	term	till

will	kick	milk	wiſp
———	lick	ſilk	———
gilt	nick	———	pith
hilt	pick	limb	with
jilt	ſick	———	———
milt	wick	link	fiſt
ſilt	———	pink	hiſt
tilt	king	ſink	kiſt
wilt	ring	wink	liſt
———	ſing	———	miſt
dint	wing	hiſs	———
hint	———	kiſs	mild
lint	gift	miſs	wild
mint	ſift	———	———
———	lift	liſp	bind

pint	bond	rock	holt
———	fond	ſock	jolt
find	pond	———	———
hind	———	bold	boll
kind	long	cold	poll
mind	ſong	fold	joll
rind	———	gold	roll
wind	toſs	hold	toll
———	toſt	mold	———
bird	———	ſold	(monk)
gird	cock	told	———
———	dock	———	loft
girl	hock	bolt	ſoft
———	lock	colt	———
firm	mock	dolt	moth

bomb	lord	boſs	luck
tomb	———	loſs	muck
womb	hoſt	moſs	ſuck
———	moſt	———	tuck
boom	poſt	coſt	———
room	———	loſt	buff
———	form	———	cuff
born	———	doth	huff
corn	worn	———	muff
horn	———	comb	puff
———	pork	———	ruff
fork	———	doſt	———
———	fort	———	cull
form	port	buck	dull
cord	———	duck	gull

hull	buſt	rung	pull
———	duſt	ſung	———
bump	muſt	———	buſk
jump	ruſt	curl	———
lump	———	hurl	puſh
rump	dumb	purl	———
———	———	———	blab
guſh	hunt	hurt	crab
huſh	———	———	drab
ruſh	gulp	curd	ſtab
———	pulp	———	———
buſk	———	turf	clad
duſk	bung	———	glad
huſk	dung	bull	———
muſk	hung	full	brag

drag	than	wrap	warp
flag	brat	ſcar	want
———	chat	ſtar	waſh
ſtag	gnat	———	———
———	flat	ſwab	balm
dram	plat	ſwan	calm
ſham	that	———	halm
———	———	what	palm
flax	chap	———	pſalm
———	clap	waſp	———
bran	flap	———	barm
clan	ſlap	warm	farm
plan	ſnap	———	harm
ſpan	trap	warn	———

bred	ſtep	grin	knit
———	———	ſhin	ſlit
bled	fret	ſkin	ſpit
fled	———	ſpin	whit
ſhed	crib	thin	———
———	glib	twin	grig
them	———	———	twig
———	brim	chip	———
then	grim	clip	clod
when	trim	ſlip	plod
———	ſkim	ſhip	ſhod
whet	ſwim	ſkip	trod
———	whim	trip	———
wren	———	whip	clog
———	chin	———	flog

frog	knot	drug	ſlur
———	trot	plug	ſpur
from	ſpot	ſlug	———
———	———	ſnug	bade
chop	(whom)	———	cade
crop	———	glut	fade
drop	crum	ſhut	jade
prop	drum	ſlut	lade
ſhop	———	———	made
ſlop	drub	ſhun	wade
ſtop	grub	ſtun	———
———	———	———	dace
blot	club	ſhed	face
plot	chub	———	lace
ſlot	———	blur	———

mace	ſake	bane	tale
pace	take	cane	vale
race	wake	lane	wale
———	———	mane	———
cage	came	pane	bare
page	dame	vane	care
rage	fame	wane	dare
ſage	game	———	fare
wage	lame	bale	hare
———	name	dale	mare
bake	ſame	gale	pare
cake	tame	hale	rare
lake	———	male	tare
make	ſafe	pale	ware
rake	———	ſale	yare

bate	tape	(have)	lice
date	———	———	mice
gate	cave	here	nice
hate	gave	mere	rice
late	lave	———	vice
mate	nave	(were)	file
pate	pave	———	mile
rate	rave	bide	pile
ſate	ſave	hide	tile
———	wave	ride	vile
baſe	———	ſide	wile
caſe	maze	tide	———
———	———	wide	life
cape	(gape)	———	wife
nape	———	dice	———

like	wine	wire	bone
pike	———	———	hone
———	pipe	bite	tone
lime	ripe	kite	———
rime	wipe	mite	bole
time	———	rite	dole
———	rife	———	hole
dine	wife	dive	mole
fine	———	five	pole
kine	dire	hive	———
line	fire	———	cope
mine	hire	give	hope
nine	mire	live	mope
pine	fire	fieve	pope
vine	tire	———	rope

core	noſe	done	fume
more	poſe	———	———
pore	roſe	dove	tune
ſore	———	love	———
tore	dote	———	ſure
wore	mote	loſe	pure
yore	note	———	———
———	rote	hone	lute
joke	vote	———	mute
poke	———	mule	———
woke	(doſe)	rule	muſe
yoke	———	pule	———
———	come	———	laid
doſe	ſome	duke	maid
hoſe	———	puke	paid

fail	main	leek	deep
hail	pain	meek	keep
jail	rain	reek	peep
mail	vain	ſeek	weep
nail	wain	week	———
pail	———	———	deer
rail	fair	feel	jeer
ſail	pair	heel	leer
tail	———	reel	peer
vail	bait	———	———
wail	wait	ſeem	been
———	———	teem	keen
fain	maim	———	ſeen
gain	———	beef	———
lain	(hair)	———	feet

meet	peal	heap	near
———	ſeal	leap	year
flea	teal	neap	———
plea	veal	reap	eaſe
———	weal	———	———
lead	———	beat	dead
mead	beam	heat	———
read	ream	meat	deaf
———	ſeam	neat	———
leak	team	peat	bear
weak	———	ſeat	tear
———	lean	———	wear
deal	mean	dear	———
heal	wean	fear	good
meal	———	hear	hood

wood	cool	ſoop	foal
———	fool	boot	goal
book	tool	hoot	ſoal
cook	———	root	———
hook	mood	———	foam
look	———	poor	loam
rook	doom	———	roam
took	room	door	———
———	———	———	boat
foot	moon	goad	coat
ſoot	noon	load	goat
———	ſoon	road	moat
hoof	———	toad	———
roof	hoop	———	boar
———	loop	coal	hoar

roar	coin	bray	grey
———	join	dray	they
loaf	———	fray	whey
———	daub	gray	———
oath	———	pray	brew
———	craw	tray	crew
coax	draw	———	drew
———	flaw	clay	———
ſoap	gnaw	play	blew
———	thaw	ſlay	flew
ſoil	———	———	ſlew
toil	dawn	ſtay	ſtew
———	fawn	———	———
void	lawn	(flay)	lieu
———	pawn	———	view

blue	fowl	brow	plank
clue	———	crow	———
flue	gout	grow	frank
glue	pout	prow	prank
———	rout	———	ſtank
true	———	bowl	thank
———	plow	———	———
(ſhew)	———	ſcrap	black
———	down	ſtrap	clack
them	gown	———	ſlack
———	town	cramp	———
loud	———	ſtamp	crack
———	blow	———	ſtack
foul	flow	blank	———
houl	glow	flank	ſprat

ſtand	thatch	braſs	marſh
———	———	graſs	———
brand	traſh	———	(want)
grand	gnaſh	blaſt	———
ſtrand	———	———	bleſs
———	claſh	claſp	———
ſhall	flaſh	graſp	creſs
ſhalt	———	———	dreſs
———	hanch	arch	preſs
plant	laneh	march	ſtreſs
ſcant	branch	———	———
———	ſtanch	plank	fleſh
match	———	ſtank	———
pateh	claſs	———	freſh
ſnatch	glaſs	harſh	threſh

bench	ſhred	ſtern	ſhrill
tench	———	———	ſwill
wench	check	perch	———
———	ſpeck	———	ſpilt
ſtench	———	ſcrew	ſtilt
drench	ſpent	ſhrew	———
wrench	ſcent	threw	ſprig
———	———	———	———
tenth	cleft	ſhew	ſplit
length	theft	ſtrew	———
ſtrength	———	———	drift
———	ſhell	chill	ſhift
blend	ſmell	ſkill	ſwift
ſpend	ſpell	ſpill	thrift
———	ſwell	ſtill	———

ſcrip	brink	ſixth	night
ſtrip	chink	——	right
——	drink	ſlitch	ſight
ſmith	ſtink	ſtitch	tight
——	think	twitch	wight
bring	——	witch	——
fling	ſhrink	——	mild
ſling	——	which	wild
ſting	ſlint	——	——
ſwing	print	high	child
thing	ſtint	nigh	——
——	——	——	bind
ſpring	nymph	fight	find
ſtring	——	light	mind
——	fifth	might	rind

wind	brick	throng	worſe
———	———	wrong	———
blind	birch	———	croſs
———	———	tongs	droſs
ninth	block	———	floſs
———	clock	throb	gloſs
white	flock	———	———
———	frock	front	broth
flirt	knock	———	froth
ſhirt	ſhock	bout	cloth
ſkirt	ſtock	ſcout	———
ſhirk	———	———	ſcorn
———	thong	word	thorn
twirl	prong	———	———
whirl	ſtrong	world	ſtork

ſtorm	both	gruff	ſtrut
———	loth	ſnuff	———
ſnort	ſloth	ſtuff	cluck
———	———	———	pluck
ſcorch	forth	plump	ſtuck
———	———	ſtump	ſtruck
torch	fourth	thump	———
———	———	trump	plum
horſe	bluſh	———	———
gorſe	fluſh	drunk	thumb
———	———	trunk	———
groſs	bruſh	———	thump
———	cruſh	ſcrub	———
ghoſt	———	———	blunt
———	bluff	ſhrub	———

brunt	grace	ſcale	glare
grunt	place	ſtale	ſhare
———	ſpace	———	ſtare
churl	——	blame	ſcare
———	blade	flame	ſnare
blurt	ſhade	frame	ſpare
ſpurt	ſpade	ſhame	———
———	trade	———	prate
ſcurf	——	crane	grate
———	drake	plane	ſcate
nurſe	flake	———	ſlate
purſe	ſhake	crape	ſtate
———	ſnake	grape	———
brace	ſtake	ſhape	brave
chace	———	——	crave

grave	waſte	charge	ſenſe
knave	———	———	———
ſhave	chaiſe	carve	french
ſlave	phraſe	ſtarve	drench
ſtave	———	———	trench
———	bath	chance	wrench
ſtage	lath	dance	———
———	———	prance	delve-
bathe	badge	trance	twelve
ſwathe	fadge	———	———
———	———	hence	ſcheme
baſte	fane	fence	theme,
haſte	———	pence	———
paſte	barge	thence	herſe
taſte	large	whence	verſe

ſerge	wince	thrice	ſpine
verge	prince	———	———
———	———	bribe	ſpire
ſerve	ſinge	tribe	———
———	hinge	ſcribe	prize
there	———	———	———
where	cringe	knife	chime
———	fringe	ſtrife	———
ridge	ſwinge	———	crime
bridge	twinge	ſpike	prime
———	———	ſtrike	ſlime
mince	price	———	———
———	ſlice	ſmile	brine
rinſe	ſpice	ſtile	ſhine
ſince	twice	———	ſwine

thine	writhe	ſnore	ſlope
twine	ſhire	ſtore	———
———	———	ſwore	ſmote
gripe	broke	———	wrote
tripe	choke	cloſe	———
ſtripe	ſmoke	proſe	ſtroll
ſnipe	ſtroke	choſe	ſcroll
———	———	thoſe	whole
drive	drone	———	———
ſtrive	prone	clove	(whoſe)
thrive	ſtone	drove	———
———	throne	grove	love
tithe	———	———	ſhove
———	ſcore	globe	glove
blithe	ſhore	———	———

probe	(once)	ſprain	their
———	———	train	———
clothe	forge	———	eight
loathe	———	chair	freight
———	gorge	———	weight
rogue	———	frail	———
vogue	(ſconce)	———	eighth
———	———	faint	———
loath	(tongue)	ſaint	choice
both	———	taint	voice
———	wolves	———	———
broach	———	faith	broil
coach	brain	ſaith	ſpoil
loach	chain	———	———
———	ſtrain	heir	joint

point	guilt	pauſe	pound
———	quilt	gauze	round
noiſe	———	— —	ſound
poiſe	ſquirt	ſauce	wound
———	———	———	———
moiſt	fraud	laugh	couch
joiſt	———	———	pouch
foiſt	caught	draught	vouch
———	taught	———	———
quick	———	quaff	crouch
———	daunt	———	ſlouch
ſquib	haunt	bound	———
———	taunt	found	croud
quince	vaunt	ground	proud
———	———	hound	ſhroud

cloud	plough	cough	could
———	ſlough	trough	ſhould
clout	———	———	would
doubt	count	bought	———
———	mount	fought	(touch)
ſcout	———	nought	———
ſhout	houſe	ought	(wound)
ſpout	louſe	———	———
ſtout	mouſe	dough	group
trout	rouſe	though	———
———	———	———	mourn
ſprout	ounce	mould	———
———	bounce	———	courſe
mouth	pounce	(through)	———
ſouth	———	———	youth

truth	ſcreen	fleet	fleece
———	———	ſheet	———
cheek	kneel	ſweet	ſleeve
ſleek	ſteel	ſtreet	———
———	wheel	———	bloom
bleed	———	freeze	broom
———	creep	———	groom
breed	———	freeſe	———
ſpeed	ſleep	———	ſpoon
ſteed	ſteep	ſneeze	ſwoon
———	ſweep	ſqueeze	———
queen	———	———	droop
———	cheer	cheeſe	ſcoop
green	ſteer	———	ſloop
ſpleen	———	geeſe	———

ſtool	breach	ſqueak	ſheaf
ſchool	preach	——	——
——	——	ſteam	reap
booth	break	——	——
ſoothe	creak	bream	cheap
——	freak	cream	ſneap
gooſe	ſtreak	dream	——
looſe	wreak	ſtream	heath
——	——	ſcream	ſheath
chooſe	bleak	——	wreath
nooſe	ſneak	clean	——
——	ſpeak	gleam	eaſt
each	leak	——	beaſt
reach	weak	knead	feaſt
teach	——	plead	leaſt

clear	cheat	pearl	head
ſtear	heat	———	ſtead
ſpear	treat	earn	———
———	wheat	learn	bread
eaſe	———	———	dread
fleas	cleave	earth	ſpread
peaſe	heave	———	thread
pleaſe	leave	dearth	tread
teaſe	weave	———	———
———	———	bear	threat
ceaſe	breathe	ſwear	———
leaſe	ſheathe	———	breaſt
peace	wreath	great	———
———	———	———	ſweat
bleat	earl	dead	———

breadth	poach	croak	groat
———	roach	———	———
cleanſe	———	throw	brown
———	broach	———	crown
health	———	thrown	drown
ſtealth	boaſt	———	frown
wealth	coaſt	know	———
———	roaſt	———	clown
realm	toaſt	known	———
———	———	———	fief
heart	float	grow	chief
———	throat	———	thief
hearth	———	grown	———
———	cloak	———	brief
coach	———	broad	———

niece	fierce	bruiſe	ſquire
piece	pierce	cruize	———
———	tierce	———	guard
fiend	———	guide	———
———	(friend)	———	brawl
field	———	guile	crawl
ſhield	fruit	———	drawl
wield	ſuit	quite	———
yield	———	———	brawn
———	juice	quire	drawn
prieſt	———	———	prawn

The following to be acquired as they are ſounded when they are concluding Syllables.

ble	dle	gle	ple	tle	cre
cle	fle	kle	ſle	zle	bre

a-ble	wad-dle	ſet-tle
ta-ble	raf-fle	wreſ-tle
fee-ble	ruf-fle	muz-zle
bi-ble	ſin-gle	a-cre
no-ble	pric-kle	lu-cre
bub-ble	ſta-ple	mi-tre
fad-dle	ſtee-ple	luſ-tre
mid-dle	peo-ple	ſcep-tre

tion is ſounded *ſhon.*

ac-tion	na-tion	por-tion
fic-tion	no-tion	ſuc-tion

Words of Two Syllables, in which the Accent is on the First.

A-ble
ab-ſent
ab-ſence
ac-tion
a-ny
an-ſwer
ap-ple
bar-row
ba-ſin
bet-ter
beau-ty
but-ter
bid-ding
break-faſt
broth-er
buſ-tle
car-ry
cer-tain
cru-el
cau-tion
con-duct
con-ſtant
cor-ner
chil-dren
crea-ture
coun-try
dan-ger
du-ty
ea-ger
ea-ſy
el-der
e-ven
feath-er
fear-ful
fel-low
fid-dle
flow-er
fool-iſh
fort-night
fre-quent
fu-ture
fath-er
gar-den
gen-tle
giv-en
harm-leſs
hard-ſhip
hap-pen
hap-py
high-er
hu-mour

hun-gry
health-ful
hon-ey
in-ſect
in-ſtant
in-ſult
in-jure
joy-ous
learn-ing
lec-ture
leſ-ſon
let-ter
liſt-en
like-wiſe
lit-tle
med-dle
mem-ber
mer-cy
mer-it
meſ-ſage
miſ-chief
mod-eſt
mor-al
morn-ing
moth-er
na-tion
naugh-ty
nev-er
no-tice
noth-ing
noſe-gay
oth-er
oft-en
of-fer
on-ly
o-pen
or-der
par-lour
pa-rent
paſ-ſage
pat-tern
pea-cock
pen-ſive
per-fect
per-il
preſ-ent
prop-er
pru-dent
pru-dence
pun-iſh
pic-ture
pleaſ-ure
pleaſ-ed
poc-ket
pow-er
pret-ty
qui-et
read-er
re-al
rea-ſon

rough-ly	ſor-ry	treat-ment
ſat-chel	ſub-ject	trum-pet
ſen-tence	ſum-mer	ty-rant
ſer-vice	ſuf-fer	ven-ture
ſev-enth	ſup-per	wa-ter
ſhad-ow	ſur-ly	watch-ful
ſhame-ful	ſure-ly	weath-er
ſix-ty	ſtub-born	wheth-er
ſhoul-der	ſtu-pid	wick-ed
ſpi-der	ſtrength-en	wil-ling
ſil-ly	ſto-ries	wiſ-dom
ſiſ-ter	thank-ful	worth-y
ſmall-eſt	treaſ-ure	writ-ten
ſome-what	tem-per	win-ter
ſpeak-ing	ten-der	yel-low

Words of Two Syllables, in which the Accent is on the Second.

A-bove	ac-quaint	af-ford
a-broad	a-gree	aſ-ſiſt

ap-point
a-muſe
a-ſide
at-tend
a-round
a-void
a-while
ac-coſt
ad-vice
a-miſs
be-have
be-fore
be-hind
be-yond
be-lieve
be-tween
col-lect
com-mand
com-mend
com-ply
con-ceit
con-ſiſt
con-tent
con-trol
cor-rect
de-fend
de-fence
de-cline
de-light
de-prive
de-ſerve
de-ſiſt
di-rect
di-vert
di-vide
diſ-guiſe
de-ſire
em-ploy
en-quire
ex-poſe
ex-act
ex-cept
ex-claim
ex-plain
im-preſs
im-prove
in-dulge
mam-ma
ob-ject
o-blige
ob-ſerve
or-dain
per-haps
per-ſiſt
per-ſuade
pre-pare
pre-ſent
pre-tend
re-ceive
re-deem

re-fuſe	re-poſe	ſup-port
re-gard	re-turn	ſe-vere
re-joice	re-ward	tor-ment
re-late	ſe-cure	tranſ-greſs
re-leaſe	ſub-mit	un-juſt
re-peat	ſup-ply	un-leſs
re-ply	ſome-times	with-out

Words of Three Syllables, in which the Accent is on the Firſt.

An-i-mal	fam-i-ly	mul-ti-ply
broth-er-ly	hap-pi-neſs	per-fect-ly
cha-rac-ter	hiſ-to-ry	pleaſ-ant-ly
coun-te-nance	mit-i-gate	pun-iſh-ment
diſ-mal-ly	mem-o-ry	ſum-mon-ed
e-qual-ly	mer-ri-ly	worth-i-ly
ev-e-ry	man-ner-ly	wil-der-neſs

Accent on the Second Syllable.

An-oth-er	di-rect-ly	di-vi-ded
aſ-ſiſt-ance	diſ-plea-ſed	in-qui-ry
be-lov-ed	diſ-po-ſed	pre-fer-ment
con-ſid-er	diſ-tin-guiſh	re-mem-ber
de-light-ed	diſ-treſſ-ed	re-gard-leſs

Accent on the Third Syllable.

Con-tra-dict	grand-pa-pa	re-col-lect
diſ-o-bey	o-ver-take	vi-o-lin

Words of Four Syllables, in which the Accent is

On the Second,	*On the Third.*
Ex-preſſ-i-on	ac-cu-ſa-tion
good-hu-mour-ed	ex-pe-di-tious
pro-pri-e-ty	ſat-is-fac-tion

The little pupil (having repeatedly read the ſpelling leſſons in portions ſuited to his capacity) ſhould read the following ſets of words; a ſet at a time, as a leſſon, previous to reading the ſtory to which that ſet belongs: and, after reading the leſſon, he may ſpell the words as an exerciſe. The method deſigned is this:

The ſet of words ſhould be carefully read aloud, under the inſpection of the teacher; then ſtudied previous to reading the leſſon to which it belongs. After the leſſon is read, the little pupil may be called upon to ſpell the words which it contained.

COBWEBS to CATCH FLIES,

VOLUME II.

The Bees.

A-bout	flow-ers	ſup-ply
a-broad	hon-ey	ſup-port
col-lect	lit-tle	ven-ture
crea-ture	mam-ma	weath-er

The Flies.

A-void	hun-gry	oth-ers
ba-ſin	i-dle	pa-pa
cor-ner	man-ner	ſum-mer
hin-der	morn-ing	win-ter

The Spider.

Af-ter	eſ-cape	qui-et
a-while	hap-py	ſpi-der
a-way	hiſ-to-ry	un-fold
dan-ger	in-ſects	un-roll
diſ-guiſe	pack-ed	watch-ing

COBWEBS, &c.

VOL. II.

The Bird.

A-light	hun-gry	ſome-times
feath-ers	moth-er	up-on
gen-tly	pa-rents	walk-ing

The Stubborn Child.

Ac-coſt	du-ty	prop-er
ac-quaint	fin-ger	rea-ſon
ac-quit	in-quire	rough-ly
a-gain	in-qui-ry	ſhoul-der
al-ways	lei-ſure	ſil-ly
an-ſwer	mat-ter	ſnatch-ing
ba-bies	med-dle	ſpo-ken
chil-dren	naugh-ty	ſur-ly
com-fort	o-bey	ta-ken
con-ſe-quence	oc-ca-ſi-on	them-ſelves
con-ſid-er	or-der	treat-ment
diſ-o-bey	pa-pa	un-kind
diſ-plea-ſed	per-ſon	un-leſs
diſ-po-ſed	prof-it	your-ſelf

COBWEBS, &c.

VOL II.

The Pictures.

Ac-count	ex-cept	pat-tern
a-muſe	ex-claim	pen-ny
an-nounce	ex-plain	pic-ture
be-came	ev-e-ry	preſ-ent
beau-ty	fort-night	pret-ty
be-lov-ed	gal-le-ry	pun-iſh-ment
broth-er	good-hu-mour	read-er
cha-ract-er	harm-leſs	re-pent
col-our	health-ful	re-queſt
com-ply	help-leſs	re-deem
con-tra-dict	im-prove	ſiſ-ter
cru-el	in-dulge	ſer-vant
de-fence	in-ten-tion	ſtu-pid
de-ſign	la-dy-ſhip	ty-rant
dif-fer-ent	mad-am	worth-i-ly
diſ-o-bey	mem-o-ry	writ-ten
el-der	op-preſs	viſ-it-or

COBWEBS, &c.

VOL. II.

The Hedge-Hog.

Ac-cu-ſa-tion	e-qual-ly	no-tice
af-fec-tion-ate	ex-cel-lent	o-blige
a-gree	ex-pe-di-tious	oth-er
a-miſs	fam-i-ly	paſ-ſi-on
ap-pear	far-mer	poſ-ſi-ble
a-round	grand-pa-pa	pro-mote
aſ-ſiſt-ance	hap-pi-neſs	re-col-lect
be-have	hedge-hog	re-joice
broth-er-ly	in-creaſe	re-leaſe
com-paſ-ſion-ate	in-jure	re-lieve
crea-ture	in-ſtant	re-peat
de-light	jeal-ou-ſy	re-pent
de-prive	man-ner	re-pli-ed
diſ-treſs	man-y	ſat-is-fac-tion
di-vide	mem-ber	ſep-a-rate
du-ty	mit-i-gate	ſhame-ful
e-qual	mul-ti-ply	ſta-tion

COBWEBS, &c.

ſure-ly	to-geth-er	whol-ly
ten-der	tor-ment	wick-ed
there-fore	un-juſt	wil-ling

The Uſeful Play.

A-loud	pre-pare	ſen-tence
diſ-tin-guiſh	pro-pri-e-ty	ſub-ject
ex-preſſ-i-on	pro-poſe	ſtrength-en
paſ-ſage	per-fect-ly	un-der-ſtand

The Happy Family.

Af-ford	dan-ger	noſe-gay
a-muſe	de-light	noth-ing
ap-ple	earn-eſt	o-bey
aſ-ſiſt	gar-den	oft-en
a-ſide	hap-pi-eſt	own-er
bar-row	hard-ſhip	pen-ſive
car-ry	i-de-a	per-fect
con-tent	meſ-ſage	per-ſon
con-trol	nev-er	pre-ſent

COBWEBS, &c.

per-form	re-ward	whe-ther
read-y	ſum-mon	wo-man
re-ceive	wa-ter	youn-ger

The Fair.

A-bout	con-duct	mo-ment
ad-viſe	ea-ger	ob-ject
an-oth-er	fear-ful	pleaſ-ant-ly
a-round	for-bade	preſ-ent
cau-tion	fid-dle	pru-dent
cer-tain	joy-ous	re-late
charm-ing	mer-ry	them-ſelves
com-mend	mer-ri-ly	trum-pet

The GOOD CHILD's DELIGHT.

LESSON I.

Be-ing	flow-ers	ſome-times
call-ed	in-to	u-ſed
dreſſ-ed	lov-ed	waſh-ed

The GOOD CHILD's DELIGHT.

LESSON II.

Coach-es	hor-ſes	up-on
ev-e-ry	oft-en	wa-ter

LESSON III.

Af-ter	hop-ped	fil-ly
a-ſleep	lit-tle	up-on
bet-ter	liv-ed	ve-ry
crawl-ed	oth-er	wa-ked
fright-en-ed	run-ning	wiſh-ed

LESSON IV.

An-gry	hap-py	naugh-ty
aſk-ed	kiſſ-ed	pa-pa
be-fore	mam-ma	ſli-ding
e-nough	morn-ing	ti-ed

LESSON V.

An-y	lit-tle	play-ed
be-ing	mo-ved	ſiſ-ter
giv-en	na-tu-red	ſtop-ped
him-ſelf	oth-er	where-ev-er

The GOOD CHILD's DELIGHT.

LESSON VI.

Back-wards	e-nough	moth-er
can-not	for-wards	no-tice
chick-ens	hatch-ed	them-ſelves
drown-ed	lov-ed	trou-ble

LESSON VII.

A-gain	get-ting	pain-ful
be-cauſe	go-ing	paſſ-ed
be-gan	hun-ger	pick-ed
bot-tom	liv-ed	rain-ed
chirp-ing	morn-ing	ſome-thing
cov-er	moth-er	ſtar-ved
di-ed	naugh-ty	ſtay-ed
fall-en	nev-er	ti-red
fly-ing	oth-er	want-ing

LESSON VIII.

Af-ter	aſk-ed	climb-ed
a-gain	bet-ter	fath-er
a-long	call-ed	fright-en-ed

The GOOD CHILD's DELIGHT.

far-thing	na-tu-red	ſhock-ed
hear-ing	pa-pa	ſlip-ped
horſe-back	plea-ſed	turn-ed
jump-ed	pull-ed	ver-y
lit-tle	re-joi-ced	walk-ed
man-y	ſtoop-ed	wheth-er

LESSON IX.

A-way	half-pen-ny	o-bli-ged
be-have	leſ-ſon	peo-ple
bet-ter	li-ked	ſtar-ved
break-faſt	liv-ing	ſup-per
eat-en	lov-ed	ta-med
earn-ed	mon-ey	walk-ed
feed-ing	morn-ing	with-out
for-ced	no-bod-y	wo-man

LESSON X.

A-gain	an-oth-er	be-cauſe
a-long	an-ſwer-ed	be-gan

The GOOD CHILD's DELIGHT.

be-have	ev-e-ry	pick-ed
bet-ter	giv-ing	ſad-ly
baſ-ket	go-ing	ſiſ-ter
bi-ting	in-ſtead	thank-ed
broth-er	li-ked	turn-ed
chil-dren	naugh-ty	wiſh-ed
drop-ped	oth-er	your-ſelf

LESSON XI.

A-bout	lit-tle	read-y
a-gain	mam-ma	ſpoiled
be-fore	o-bli-ged	ſil-ly
bro-ken	pret-ty	ſto-ries
dir-ty	pic-tures	toſſ-ed
for-got	pull-ed	u-ſed
giv-en	pup-py	vex-ed
gnaw-ed	read-ing	wiſh-ed

The GOOD CHILD's DELIGHT.

LESSON XII.

Af-ter	jump-ing	pur-red
a-gain	kit-ten	ſil-ly
al-ways	mam-ma	talk-ing
be-cauſe	mew-ed	tri-ed
drown-ed	moth-er	wa-ked
fall-en	pa-pa	wa-ter
fool-iſh	paſſ-ed	where-in
hur-ry	per-ſuade	wiſh-ed

LESSON XIII.

Broth-er	la-bour	reach-ed
chil-dren	li-ked	ſlip-ped
hold-ing	peo-ple	thank-ed

The GOOD CHILD's DELIGHT.

LESSON XIV.

A-bout	get-ting	pull-ed
af-ter	in-ſtead	rub-bed
a-gain	in-to	ſome-thing
be-fore	kitch-en	ſome-times
boil-ed	la-dy	ſpoil-ed
can-not	laugh-ed	ſtep-ped
chan-ged	long-er	ta-bles
chick-en	ma-king	ta-king
clean-ing	maſ-ter	ti-ed
comb-ing	miſ-chief	ti-red
din-ner	mo-ment	u-ſed
feath-er	mon-key	ve-ry
fetch-ed	plea-ſed	walk-ed
fill-ed	pop-ped	want-ed
foot-men	pud-ding	watch-ed

The GOOD CHILD's DELIGHT.

LESSON XV.

A-gain	lit-tle	ſad-ly
al-ways	lov-ed	ſiſ-ter
an-y	mam-ma	ſor-ry
broth-er	na-med	ſtop-ped
com-fort	par-ty	tri-ed
dri-ed	pic-ture	u-ſed
fright-en-ed	play-ing	ver-y
go-ing	per-ſon	walk-ing

SHORT CONVERSATIONS.

CONVERSATION I.

A-bout	din-ner	pun-iſh
al-ways	ev-e-ry	rea-ſon
an-gry	hand-ker-chief	re-mem-ber
an-ſwer	hiſ-to-ry	ſto-ry
ba-ſin	in-deed	tum-ble
be-cauſe	mam-ma	wa-ter
be-lieve	naugh-ty	win-dow
de-ſerve	pa-pa	with-out

SHORT CONVERSATIONS.

CON. II.

A-bout	lit-tle	ſiſ-ter
al-ways	morn-ing	ſhab-by
be-cauſe	no-bod-y	ſhi-ning
bet-ter	nei-ther	there-fore
bon-net	o-bli-ged	ug-ly
dirt-y	peo-ple	un-dreſs
flow-er	pret-ty	ver-y
gar-den	pret-ti-er	wheth-er
hu-mour	ſig-ni-fy	with-out

CON. III.

A-way	hap-pen	per-ſiſt
a-ſha-med	hu-mour	preſ-ent
an-oth-er	lit-tle	ſil-ly
big-geſt	mat-ter	ſiſ-ter
gree-dy	nev-er	ſor-ry
hith-er	on-ly	un-cle

SHORT CONVERSATIONS.

CON. IV.

A-bout	car-ri-ed	noth-ing
a-live	ev-e-ry	pret-ty
bark-ing	mew-ing	ſto-ries
be-cauſe	na-ture	with-out
can-not	nev-er	wo-man

CON. V.

Af-ter	ev-e-ry	noth-ing
a-long	fan-cy	pun-iſh
a-ny	feath-er	pur-poſe
be-cauſe	heav-i-er	re-mem-ber
chick-en	him-ſelf	roll-ing
con-ſid-er-a-ble	horſe-whip	ſad-ly
cru-el	in-deed	them-ſelves
cru-el-ly	mat-ter	tor-ment
de-ſerve	no-tice	vic-tu-als

CON. VI.

A-gain	a-ny	be-have
an-oth-er	a-ſha-med	civ-il

SHORT CONVERSATIONS.

clev-er	nev-er	tri-fle
cru-el	no-tice	tow-ard
cour-te-ſy	o-bli-ged	un-der-ſtand
di-rect-ly	pret-ti-ly	ver-y
for-get	rude-ly	win-dow
in-deed	ſciſ-ſars	with-out
la-dy	ſhoul-der	who-ev-er

CON. VII.

Ac-quaint-ed	ev-e-ry	oft-en-er
a-fraid	fan-cy	on-ly
a-gain	fool-iſh	peo-ple
al-though	gar-den	pud-ding
al-to-geth-er	hur-ry	re-col-lect
be-cauſe	mam-ma	ſil-ly
be-ha-ved	ma-ny	ſome-times
bet-ter	naugh-ty	them-ſelves
cour-te-ſy	naugh-ti-er	your-ſelf
din-ner	neat-er	win-dow

SHORT CONVERSATIONS.

CON. VIII.

ba-by	fin-gers	pa-per
be-cauſe	hap-pen	pret-ty
be-have	hu-mour-ed	rea-ſon
bet-ter	ma-ny	ſome-bod-y
can-not	mo-ment	ſome-times
clev-er	morn-ing	ſil-ly
e-ven	my-ſelf	thick-er
ei-ther	neith-er	thin-ner
ev-e-ry	no-bod-y	wheel-bar-row

CON. IX.

Aſ-ſiſt	fath-er	mam-ma
at-tend	fin-gers	man-ner
al-ways	fool-iſh	mon-ey
ba-by	for-get	moth-er
be-have	hap-py	my-ſelf
chil-dren	help-leſs	naugh-ty
di-rect-ly	hiſ-to-ry	nei-ther
ev-e-ry	in-deed	noth-ing
e-nough	lit-tle	oth-er

SHORT CONVERSATIONS.

pa-pa	prop-er	there-fore
pa-rents	ſig-ni-fy	trou-ble
plea-ſure	ſhock-ing	vic-tu-als
poſ-ſi-ble	ſhoul-ders	wo-men

FAMILIAR DIALOGUES.

DIALOGUE I.—LESSON I.

A-ble	clev-er	pret-ty
an-y	do-ing	re-mem-ber
a-pron	gen-tle-men	ſome-bod-y
be-cauſe	hith-er	tip-pet
bod-y	lit-tle	troub-ling
bon-net	mam-ma	try-ing
buſ-y	pa-pa	ver-y
can-not	pet-ti-coat	with-out

FAMILIAR DIALOGUES.

DIALOGUE I.—LESSON II.

A-live	fin-ger	pret-ti-er
ba-bies	la-dies	quiet-ly
be-fore	let-ter	ſqueez-ed
but-ter-fly	light-ed	ſyl-la-bles
can-dle	nev-er	there-fore
cer-tain-ly	naugh-ty	whip-ped
cou-ſin	oft-en	win-dow
cru-el	par-lour	yeſ-ter-day

DIALOGUE I.—LESSON III.

Al-ways	ex-er-ciſe	ſhi-ny
an-oth-er	gar-den	ſtri-ped
a-way	gen-tle	thirſt-y
care-leſs	hu-mour	tir-ed
car-ry	mo-tion	to-geth-er
cool-er	prop-er	un-der-ſtand-ing
cour-te-ſy	pud-ding	un-leſs
din-ner	qui-et	wat-er
draw-er	ro-ſy	wheth-er

FAMILIAR DIALOGUES.

DIALOGUE II.—LESSON IV.

A-bout	gath-er	roll-ing
af-ter-noon	gar-den-er	ſad-ly
al-moſt	gooſe-ber-ries	ſtom-ach
ba-ked	hea-vy	ta-ble
big-ger	per-haps	them-ſelves
but-ter	pre-ſent-ly	thick-er
cric-ket	phy-ſic	up-right
cur-rants	rab-bit	win-dow
faſt-en-ed	roll-er	wood-en

DIALOGUE II.—LESSON V.

A-ble	morn-ing	ſhil-ling
a-ſleep	my-ſelf	ſlee-py
car-pet	na-ked	ſlip-per-y
cham-ber	noth-ing	ſome-thing
con-tent-ed	play-things	ta-bles
di-rect-ly	pock-et	them-ſelves
for-ward	pud-ding	to-mor-row
hun-gry	rath-er	un-leſs
liſ-ten	rock-ing	vic tu-als
mon-ey	ſev-en	yon-der

FAMILIAR DIALOGUES.

DIALOGUE III.—LESSON VI.

Af-ter-ward	e-nough	poſt-chaiſe
ba-by-houſe	fur-niſh	poſ-til-li-on
ba-ker	gro-cers	rai-ſin
be-fore	ket-tle	raſ-ber-ry
butch-er	ma-ny	ſauce-pan
car-pet	mar-bles	ſiſ-ter
cra-dle	mon-ey	ſome-times
con-fec-tion-er	num-ber	ſug-ar
drip-ping	peo-ple	wool-en

DIALOGUE III.—LESSON VII.

A-bout	ci-vi-ly	hur-ry
af-ter	cop-per	in-deed
an-y	deep-er	lad-der
bar-ley	dread-ful	men-tion
bot-tom	fath-er	mor-tar
brick-lay-er	gen-tle-men	need-leſs

FAMILIAR DIALOGUES.

nev-er	preſ-ent	ſpo-ken
per-ſons	re-pair	ſta-ble
per-haps	re-quire	ſup-poſe
pleaſ-ant	ſil-ver	your-ſelf

DIALOGUE IV.—LESSON VIII.

A-ble	but-ter	o-bli-ged
a-ſha-med	civ-il-ly	oth-er-wiſe
bad-ly	di-rect-ly	ſim-ple
be-cauſe	fa-vour	ſup-per
be-gan	good-na-tur-ed	trou-ble
be-have	him-ſelf	tueſ-day
be-ha-ved	in-deed	un-dreſs
break-faſt	naugh-ty	un-leſs
butch-er	nur-ſe-ry	won-der

DIALOGUE IV.—LESSON IX.

An-gry	a-way	be-hind
a-ſham-ed	be-have	bet-ter

FAMILIAR DIALOGUES.

break-faſt	man-ner	ſim-ple
civ-il-ly	morn-ing	ſtock-ing
de-ter-mi-ned	oth-er-wiſe	ta-ken
fa-vour	pa-tience	trou-ble
hand-ker-chief	read-y	ug-ly
in-deed	ſer-vant	wa-ter

FAMILIAR DIALOGUES.

DIALOGUE IV.—LESSON X.

Al-though	hun-gry	pee-viſh
al-ways	ill-temp-er-ed	prom-i-ſed
aſ-ſiſt	kind-ly	prop-er
aſ-ſiſt-ance	mer-ry	rude-ly
civ-il	my-ſelf	ſhel-ter
din-ner	no-bod-y	ſig-ni-fy
fret-ful	no-tice	to-geth-er
fu-ture	of-ten	un-tie
good-hu-mour	o-pen	wheth-er
him-ſelf	par-lour	with-out

The HISTORIES of more CHILDREN than One.

CHAPTER I.

Be-gin-ning	de-cei-ved	pro-vide
be-ha-vi-our	diſ-treſs	pun-iſh-ment
cer-tain	en-quire	trou-ble
chil-dren	guil-ty	un-ea-ſi-neſs
con-tin-ue	ob-ſti-nate	un-hap-py
con-tin-u-ed	oc-ca-ſion	vi-o-lent-ly
daugh-ter	peo-ple	wick-ed

CHAP. II.

A-fraid	con-tra-ry	ob-ſti-nate
ad-mire	ex-treme-ly	pleaſ-ure
af-ter-wards	eſ-teem	per-fect
be-ha-vi-our	hand-ſome	poſ-ſi-bly
con-ſci-ous	in-ſtruct	re-mem-ber
con-ſe-quent-ly	men-tion	ſen-ſi-ble
con-tin-ue	naugh-ti-neſs	un-hap-py

The HISTORIES, &c.

CHAP. III.

At-oms	e-nough	out-ſide
cer-tain-ly	ex-cuſe	pret-ti-eſt
cheer-ful	ex-ceed-ing	prop-er-ly
com-plex-i-on	flow-ers	re-ſo-lu-tion
com-pa-ny	fright-en	ſel-dom
con-tent-ed	grace-ful	thou-ſand
diſ-a-gree-a-ble	man-age	tire-ſome

CHAP. IV.

Ac-cept	diſ-turb-ed	not-with-ſtand-ing
ac-quaint-ed	de-liv-er	mis-for-tune
a-gree-a-ble	ex-pect	per-ſuade
an-oth-er	fright-ful	pic-ture
beau-ty	gen-teel	po-lite-ly
buſ-tle	kit-ten	queſ-tion
com-fort-a-ble	meſ-ſage	un-ea-ſy
cou-ple	miſ-chief	wretch-ed

LITTLE STORIES for LITTLE FOLKS.

LESSON I.

A-live	crea-ture	peo-ple
an-gry	cry-ing	pun-iſh
a-way	in-ſide	re-al
be-fore	lit-tle	fil-ly
be-gan	mak-ing	ſome-thing
bet-ter	man-y	ſpoil-ed
big-ger	on-ly	tick-ing
bro-ken	o-pen-ed	tri-ed
break-ing	pa-pa	want-ed

LESSON II.

A-ble	kill-ed	ſwal-low
ba-by	liv-ed	ſwell-ed
ba-boon	look-ed	trou-ble
cram-med	mind-ing	ug-ly
cho-ked	of-ten	u-ſed
cough-ed	ſpo-ken	with-out

LITTLE STORIES, &c.

LESSON III.

An-y	her-ſelf	oth-er
be-cauſe	hurt-ing	pret-ty
be-hind	kit-ten	pleaſ-ure
cor-ner	knock-ed	fil-ly
cry-ing	lit-tle	ſome-times
de-ſer-ved	look-ed	un-ti-ed
do-ing	naugh-ty	ver-y
for-gave	of-ten	yel-low

LESSON IV.

A-bout	e-nough	o-bli-ged
ad-mi-red	ev-e-ry	old-er
al-ways	hap-py	peo-ple
be-have	leſ-ſon	pleaſ-ure
chil-dren	lit-tle	pout-ed
clam-ber	naugh-ty	rea-ſon
climb-ed	no-bod-y	ſel-dom
cru-el	noth-ing	win-dow
dear-ly	nev-er	wo-man

LITTLE STORIES, &c.

LESSON V.

An-y	de-ſire	on-ly
a-ble	hap-py	pret-ty
bet-ter	him-ſelf	ſa-ved
cheer-ful	mer-ry	ſiſ-ter
chil-dren	mind-ed	ſta-ted
cou-ſin	mouth-ful	un-leſs
de-prive	old-er	young-eſt

LESSON VI.

A-bout	call-ed	in-deed
a-fraid	chil-dren	in-ſtead
af-ter	diſ-treſſ-ed	kind-ly
al-moſt	ei-ther	lit-tle
an-y	fright-ful	mon-ey
a-way	growl-ing	old-er
be-fore	go-ing	peo-ple
broth-er	himſelf	qui-et

LITTLE STORIES, &c.

re-mem-ber	ſil-ly	up-on
run-ning	ta-king	walk-ing
ſcream-ing	think-ing	wa-ter
ſee-ing	trou-ble	yelp-ing

LITTLE STORIES, &c.

LESSON VII.

A-long	good-hu-mour-ed	per-ſuade
an-oth-er	hap-pen-ed	rath-er
a-ſha-med	hu-mour	ſome-times
be-ſide	hu-mour-ed	ſor-ry
broth-er	lit-tle	ſur-pri-ſed
cor-ner	mat-ter	there-fore
di-rect-ly	mer-ry	un-kind
gar-den	pleaſ-ure	who-ev-er
gal-lop	pur-poſe	wheel-bar-row

LESSON VIII.

Ad-mi-red	a-gain	al-moſt
af-ford	a-like	al-ways

LITTLE STORIES, &c.

be-ha-vi-our	in-ſtead	oth-er
be-lieve	lit-tle	pa-per
cour-te-ſy	liv-ed	poc-ket
dear-ly	let-ter	re-peat
ev-e-ry	mo-ment	ſtitch-ing
hand-ſome	nev-er	tem-per
hard-ly	noth-ing	u-ſed
i-dle	no-tice	vaſt-ly
in-deed	of-ten	with-out

LITTLE STORIES, &c.

LESSON IX.

A-way	him-ſelf	oth-er
be-cauſe	in-ſtead	peo-ple
be-have	liv-ed	pun-iſh-ed
bet-ter	neigh-bour	quar-ter
de-ſerve	no-bod-y	rea-ſon
diſ-like	old-er	un-hap-py
eat-en	on-ly	wi-ſer
gar-den	o-pen	wretch-ed

The HISTORY of a great many Little BOYS and GIRLS.

Miſs *BETSEY HIGGINS.*

A-bout	cour-te-ſy	o-bli-ged
a-gree-a-ble	de-ſi-red	oth-er-wiſe
al-ways	gen-tle-men	peo-ple
an-gry	heed-leſs	pic-ture
an-oth-er	in-deed	pret-ti-ly
ap-ple	in-to	pret-ty
car-ri-ed	la-dy	ſiſ-ter
cau-tion	lit-tle	ſome-times
clev-er	maid-en	ſpo-ken
com-mon	mam-ma	ſweep-ing
cor-ner	naugh-ty	ver-y

HISTORY of many little BOYS and GIRLS.

Maſter *TOMMY PIPER.*

Aſk-ing	gar-den	qui-et-ly
be-cauſe	giv-en	roar-ing
car-ri-ed	ma-king	ſay-ing
chil-dren	mat-ter	ſtop-ped
cry-ing	na-ked	want-ed
di-rect-ly	naugh-ty	waſh-ed
dreſſ-ed	no-bod-y	wheth-er
fret-ful	pret-ti-ly	with-out

Miſs *PEGGY BRIGHT.*

Al-ways	in-deed	nev-er
do-ing	li-ked	o-bli-ged
fin-iſh-ed	lit-tle	pret-ty
flow-er-ed	mam-ma	ſciſ-ſars
her-ſelf	man-y	u-ſed
hiſ-to-ries	neat-ly	ver-y

HISTORY of many little BOYS and GIRLS.

Maſter *GEORGE TRUEMAN.*

Ab-ſent	civ-il-ly	let-ter
al-ways	dear-ly	mad-am
ap-ple	de-ſire	maſ-ter
be-have	di-rect-ly	morn-ing
be-ſides	diſ-plea-ſed	or-ange
bet-ter	eat-ing	prop-er
but-ter	fel-low	pun-iſh-ed
chil-dren	gen-tle-men	pur-poſe
civ-il	hap-pen-ed	ſev-en

Miſs *MARY ANN SELFISH.*

Af-ter	dear-ly	treat-ted
a-gree-a-ble	fright-ful-ly	there-fore
a-mong	gree-dy	to-geth-er
ap-ple	hu-mour-ed	ug-ly
con-tent-ed	or-ange	vic-tu-als
car-ri-ed	re-mem-ber	your-ſelf

HISTORY of many little BOYS and GIRLS.

Miſs *SALLY TRIP.*

A-bout	mam-ma	ſto-ries
bet-ter	naugh-ty	ſto-ry
biſ-cuit	naugh-ti-eſt	ſu-gar
giv-en	no-tice	ta-ble
gar-den	oth-er	vic-tu-als
in-deed	peo-ple	whip-ped
let-ter	ſome-times	with-out

Maſter *HENRY WISE.*

An-y	lov-ed	plea-ſed
bod-y	mer-ry	per-ſon
cou-ſin	naugh-ty	pret-ty
hu-mour-ed	nev-er	ſpell-ing
like-wiſe	o-bli-ged	un-cle
lit-tle	peo-ple	wind-mill

Miſs *POLLY MEEKLY.*

An-ſwer	break-faſt	de-ſire
be-have	can-not	e-nough
bet-ter	din-ner	fin-gers

HISTORY of many little BOYS and GIRLS.

for-get	man-y	ſhoul-der
for-got	maſ-ter	ſil-ly
fold-ed	mad-am	ſpo-ken
greaſ-ed	mo-ment	them-ſelves
her-ſelf	on-ly	treaſ-ures
hu-mour-ed	pleaſ-ure	trou-ble
in-deed	prick-ly	un-der-ſtood
lit-ter	pret-ti-ly	wo-men

Mrs. TEACHWELL's FABLES.

Words of two Syllables, accented on the Firſt.

Auk-ward	cheſ-nut	kind-neſs
ac-tion	dag-gle	la-bour
bau-ble	doc-trine	loo-ſen
beau-ty	faith-ful	mir-ror
breath-leſs	gliſ-ten	mon-key
cen-ſure	guil-ty	mim-ic
charm-ing	i-dle	nib-ble
cluſ-ter	ken-nel	o-ver

Mrs. TEACHWELL's FABLES.

plu-mage	ruſ-tle	ſal-ly
poul-try	ſcat-ter	ten-der
prat-tle	ſpar-kle	ver-min
prov-ince	ſhep-herd	whiſ-per
ram-ble	ſti-fle	worth-leſs

Words of two Syllables, accented on the Second.

A-croſs	de-bate	for-bid
ac-quire	de-gree	in-dulge
al-low	de-vour	per-ſiſt
ap-proach	diſ-treſs	pre-vail
be-hind	en-force	pro-cure
be-ware	e-nough	pro-nounce
be-ſtow	en-joy	re-frain
com-pare	ex-cept	re-gale
com-plete	ex-cel	re-port
con-ceit	ex-cite	re-prove
de-ſcend	ex-hort	re-turn

Mrs. TEACHWELL's FABLES.

Words of three Syllables, accented on the First.

An-i-mal	fre-quent-ly	nat-u-ral
anx-i-ous	grat-i-fy	nur-ſe-ry
beau-ti-ful	glo-ri-fy	qual-i-ty
con-fi-dent	gov-ern-ment	quan-ti-ty
con-tra-ry	gree-di-neſs	ſat-is-fy
con-ſci-ous	hap-pi-er	thank-ful-ly
el-e-gance	haſt-en-ing	won-der-ful

Words of three Syllables, accented on the Second.

Ac-cuſ-tom	de-ceit-ful	i-ma-gine
ad-mon-iſh	di-rec-tion	in-vi-ting
ad-mit-tance	diſ-cov-er	in-dul-gence
aſ-ſiſt-ance	how-ev-er	pro-hib-it
at-ten-tive	im-pli-cit	re-flec-tion
be-gin-ning	in-cul-cate	re-ſtric-tion

Mrs. TEACHWELL'S FABLES.

Words of three Syllables, accented on the Laſt.

In-ter-dict	in-ter-fere	re-col-lect
in-ter-poſe	o-ver-come	re-com-mend

Words of four Syllables, accented on the Firſt.

a-pi-a-ry	ob-ſti-na-cy

Words of four Syllables, accented on the Second.

Ac-com-pa-ny	im-me-di-ate	ſe-cu-ri-ty
ac-tiv-i-ty	ju-di-ci-ous	ſuf-fi-ci-ent
de-lib-e-rate	o-be-di-ent	ſu-pe-ri-or
de-li-ci-ous	pe-cu-li-ar	vic-to-ri-ous

Words of four or five Syllables.

Cu-ri-oſ-i-ty	ſu-pe-ri-or-i-ty
diſ-a-gree-a-ble	un-ob-ſer-ved
diſ-o-be-di-ent	un-rea-ſon-a-bly
in-ex-preſs-i-ble	un-tow-ard-ly

EASY READING LESSONS.

FOR

YOUNG CHILDREN.

READING LESSONS.

IN the firſt leſſon, of Nouns,* each ſingle word ſhould be ſounded diſtinctly; as if the queſtion were aſked;

What do the letters m, a, n, *ſpell?*

And the anſwer returned, *man.*

I ſuppoſe the little pupil to have gone over the monoſyllables repeatedly, and to know the words readily *at ſight.* When that is the caſe, it ceaſes to be expedient for him to read them in order, as they are arranged in the ſpelling leſſons, as he would be apt to contract a tone, from the continual return of ſimiliar ſounds. Yet he ſhould ſtill be confined to *ſingle* words, and thoſe of *equal* length; otherwiſe he will ſlur over ſuch as are new to him, and articulate too ſtrongly thoſe with which he is familiar; or, on the contrary, drawl out the long words, and paſs too lightly over the ſhort.

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* Parents muſt judge how much to communicate: perhaps a child may very early comprehend the idea of a noun.

"A *noun* is the *name* of a *perſon*, *place*, or *thing*. Whatever you can ſee, or hear, or feel, is a *noun*."

EASY READING LESSONS.

FOR

YOUNG CHILDREN.

LESSON I.

Nouns.

Man	boy	Ann	Tom	Job	Sam
ape	bat	bee	hen	kid	hog
cup	jay	joy	cow	pea	egg
yew	oak	ice	ark	bow	key
owl	ink	eye	aſp	eel	oar
aſs	ſea	elm	ace	doe	fly
pie	ſaw	ſky	ear	oil	ſow

LESSON II.

Adjectives.

Apt	big	coy	dry	few	gay
hot	low	new	odd	old	raw
red	ſad	ſix	two	wet	bad
lax	fly	ten	one	ſhy	mad

LESSON III.

Verbs.

Aſk	are	beg	bid	coo	cry
do	eat	fix	fry	get	go
had	hug	hem	jog	lay	lie
let	met	nip	owe	pay	pry
rip	rob	row	run	ſay	ſit
ſet	ſpy	ſip	ſew	ſow	try
tug	rot	rub	ſee	vie	vex
win	woo	cut	hit	put	did
can	was	may	pur	has	buy
ſee	ran	ſaw	got	tie	did

LESSON IV.

Nouns.

Barn	ball	bell	bill	bean	book
bowl	boat	buck	bull	boot	buſh
camp	cart	calf	cake	caſh	colt
club	comb	coop	crab	crow	coot
bird	deer	dove	dice	drum	face

Nouns.

foot	ſoal	fawn	frog	gate	girl
bear	waſp	tomb	worm	kite	hawk
flea	ſwan	wren	mule	teal	lamb
girl	maid	wife	lord	king	babe
John	Jane	Luke	Kate	Mark	Jude
town	lane	room	yard	hill	vale

LESSON V.

Adjectives.

Bold	deep	damp	cold	hard
fair	fine	four	keen	kind
fond	firm	glad	long	dull
calm	warm	dumb	lame	ſoft
wide	wild	weak	dear	deaf
poor	blue	good	loud	lean
high	cool	mild	leſs	thin
five	foul	grey	mine	neat

Adjectives.

AN Adjective is not very intelligible to a very young child; the eaſieſt and plaineſt definition may be acquired by rote, when the teachers find it expedient.

"An Adjective is a word which denotes the *quality* of any perſon, place, or thing."

Elder children may play at finding epithets for nouns; as thus:

"What is my muff?" —*ſoft* — *white* —*ſmooth*, &c.

To ſuch children it may be remarked, that an adjective has in itſelf no meaning; for inſtance, *red*, *pretty*, *neat*, *kind*, *fond*, *dutiful*, theſe have no meaning alone; a *red*, a *pretty*, give you no idea; but add the noun to which one of theſe adjectives belongs, and the ſentence is intelligible; as, a red *knot*, a pretty *doll*, &c.

Verb.

"WHATEVER you *do* is a verb."

This is eaſily exemplified to the little one.

For elder children, amuſive and inſtructive ſports may be found, by aſking, — "What does the dog do?" "*Bark*; *growl*;" &c. &c. An active verb is moſt intelligible, and ſhould firſt be taught. I repeat, that the younger one, to whom theſe are reading leſſons, muſt ſound each word, as if he anſwered — *bark*, &c.

The ſame muſt be obſerved in all the leſſons; for inſtance, where two words only are combined, thoſe two muſt be read as a complete ſentence; as if the child were aſked — "What is that?" and (ſeeing the object) anſwered, — "An *ant*, or a *bat*, or," *&c.*

It would be pleaſant to have a multitude of cuts of objects, whoſe names the child had been reading, to exhibit. Some ſets are already provided for that purpoſe, and ſold by Marſhall (the Child's Printer, in London) who has likewiſe a *Set of Boxes* for teaching the rudiments of Spelling, Grammar, and Arithmetic; with a book to explain the manner of uſing them, called *The Art of Teaching in Sport.*

LESSON VI.

Verbs.

Beat	brag	bend	lick	lend
meet	bark	toſs	wind	liſp
find	fill	ring	hunt	hang
ſing	ſeek	pant	pick	fall
have	wear	tend	ſink	hear
does	bind	will	ſell	fret
tell	wrap	whet	ſkim	knit
rend	ſpin	ſwim	trip	bake
ſkip	trot	ride	drub	hide
clip	come	ſoar	dine	dote
pave	tire	doze	give	reel
wipe	feel	wean	keep	daub
loſe	read	flag	coax	pray
weep	ſhew	hold	grow	love

LESSON VII.

Nouns.

Beaſt	horſe	hound	mouſe	ſheep
ſwine	whelp	ſhrew	crane	gooſe
grebe	drake	ſnipe	ſtork	thruſh
quail	buck	brick	broom	ſurge
lark	plaice	thorn	gooſe	grape
peach	prune	ſword	ſpade	globe
flute	knife	purſe	barge	houſe
chain	wheel	ſpoon	coach	flaſk
clock	bruſh	hedge	heath	grate
child	nurſe	youth	queen	prince
field	ſtreet	George	James	friend

LESSON VIII.

Adjectives.

Briſk	brave	brown	black	bleak
broad	coarſe	cheap	fleet	fierce
green	grave	moiſt	plump	rough
ſleek	ſweet	thick	ſharp	white
young	large	clean	brown	ſhort

LESSON IX.

Verbs.

Bring	ſtrew	throw	ſpeak	friſk
think	twirl	knock	ſtare	prate
bathe	ſerve	cruiſe	mince	ſhine
thrive	break	neigh	rouſe	creep

LESSON X.

Artiole.	Noun.	Article.	Noun.	Article.	Noun.
An	ant	an	oak	a	hawk
a	bat	a	pen	a	jack
a	cow	a	rod	the	king
a	dog	the	ſea	a	lark
an	ear	a	tub	a	muff
a	fig	an	urn	a	nail
a	gun	a	bat	the	park
a	hat	a	web	a	rook
the	ice	a	yew	a	ſhoe
a	jay	a	bull	a	toad
a	kit	a	crab	a	tree
a	lad	the	deer	a	tent
a	mug	a	flag	a	teal
a	net	a	gate	a	trap

LESSON XI.

Noun.	Verb.	Noun.	Verb.
Dogs	bark	cats	mew
owls	hoot	cocks	crow
cows	low	bees	hum
rooks	caw	doves	coo
hens	cluck	birds	ſing
lambs	bleat	wolves	howl
colts	neigh	mice	ſqueak
ſnakes	hiſs	gnats	buzz
hogs	grunt	bears	growl
bulls	roar	ducks	quack
quails	call	babes	cry
frogs	croak	men	ſpeak

Sometimes, *inſtead* of a *noun* we uſe a pronoun before a verb; as if I aſk, "What ſound does the dog make?" and you anſwer — "*He* barks." — "What does the cat do?" — "*She* mews." — "What do *Owls*?" — "*They* hoot."

Pronoun.

"A PRONOUN is a word uſed *inſtead of a noun*, to avoid the too frequent repetition of the ſame word."

Thus, inſtead of ſaying, "*Mamma* teaches *Mary*," —I ſay,

"*I* teach *you*."

Inſtead of ſaying,

"*Mary* is good, *Mary* takes pains, and *Mary* will ſoon read well," —I ſay,

"Mary is good, *ſhe* takes pains, and *ſhe* will ſoon read well."

This may be uſed at diſcretion, as an eaſy exemplification of a pronoun.—Thoſe who wiſh to make the acquiſition of the firſt rudiments of language a ſport, may conſult *The Art of Teaching in Sport*, the ſpelling part, and grammar part of which ſupply a few eaſy leſſons for reading and parſing, enlivened by neat little cuts. —"*To be* is a verb; and now we will uſe a pronoun and verb."

LESSON XII.

Pronoun.	Verb.
Singular.	
I	am
thou	art
he	is
ſhe	is
Plural.	
we	are
ye	are
they	are
Singular.	
I	was
thou	waſt
he	was
ſhe	was
Plural.	
we	were
ye	were
they	were

Pronoun.	Verb.
Singular.	
I	have
thou	haſt
he	has
ſhe	has
Plural.	
we	have
ye	have
they	have
Singular.	
I	had
thou	hadſt
he	had
ſhe	had
Plural.	
we	had
ye	had
they	had

LESSON XIII.

Article.	Adjective.	Noun.	Article.	Adjective.	Noun.
a	new	cap	a	neat	doll
a	red	cow	a	pink	gown
a	bad	pen	a	fine	coat
an	old	pen	a	ſmall	horſe
a	red	hat	a	ſweet	plum
the	old	pad	a	ripe	grape
a	fair	girl	a	green	cloth
a	good	boy	a	freſh	leaf
a	nice	book	a	clean	frock

LESSON XIV.

Noun.	Verb.	Adjective.	Noun.	Verb.	Adjective.
Doves	are	mild	wolves	are	fierce
dogs	are	bold	flies	are	briſk
cats	are	ſly	ſheep	are	tame
dogs	are	fond	mules	are	ſtrong
hares	are	wild	crows	are	black
deer	are	ſwift	ſwans	are	white
mice	are	ſhy	moles	are	ſleek

LESSON XV.

Noun.	Verb.	Noun.	Noun.	Verb.	Noun.
Bats	eat	moths	ſeals	eat	fiſh
owls	eat	bats	birds	have	plumes
moles	eat	worms	cows	have	hair
ducks	eat	toads	ſheep	have	wool
cats	eat	mice	goats	have	hair
mice	eat	cheeſe	fiſh	have	ſcales
wolves	eat	fleſh	crabs	have	ſhells
hares	eat	herbs	birds	have	wings
rooks	eat	grubs	fiſh	have	fins
cows	eat	graſs	cows	have	hoofs
calves	ſuck	milk	dogs	have	toes
birds	eat	worms	dogs	have	claws
birds	eat	grain	cats	have	toes
hawks	eat	birds	cats	have	claws
cats	love	fiſh	ſtags	have	horns

LESSON XVI.

Noun.	Verb.	Preposition.	Noun
Birds	come	from	eggs
plants	come	from	ſeeds
plants	grow	from	roots
fiſh	come	from	ſpawn
frogs	come	from	ſpawn
inſects	come	from	eggs
plums	grow	from	ſtones
oaks	grow	from	acorns
aſhes	grow	from	keys
beech	grow	from	maſt
roſes	grow	from	hips
apples	grow	from	pips
thorns	grow	from	haws

LESSON XVII.

Adjective.	Noun.	Verb.	Noun.
Young	ſheep	are	lambs
young	goats	are	kids
young	dogs	are	whelps
young	dogs	are	puppies
young	foxes	are	cubs
young	cats	are	kittens
young	ſwans	are	cygnets
young	frogs	are	tadpoles
young	kine	are	calves
young	horſes	are	foals
young	ſwine	are	pigs
young	deer	are	fawns
young	bees	are	grubs
young	waſps	are	grubs
young	fleas	are	worms

LESSON XVIII.

Noun.	Verb.	Prepoſition.	Article.	Noun.
Birds	fly	through	the	air
fiſh	ſwim	in	the	water
moles	live	under	the	ground
rabbits	mine	in	the	earth
toads	lurk	in	----	holes
lizards	baſk	on	----	banks
ſnakes	lodge	among	----	buſhes
worms	live	in	the	earth
foxes	burrow	in	the	earth
hares	ſit	in	----	forms
hogs	roll	in	the	mire
bees	fly	by	----	day
moths	fly	at	----	night
bats	fly	at	----	night
owls	fly	at	----	night
men	walk	on	the	earth
men	ſleep	in	the	night

LESSON XIX.

Noun.	Verb.	Article.	Noun.	Preposition.	Noun.
Lambs	are	the	young	of	ſheep
kids	are	the	young	of	goats
whelps	are	the	young	of	dogs
puppies	are	the	young	of	dogs
cubs	are	the	young	of	foxes
kits	are	the	young	of	cats
cygnets	are	the	young	of	ſwans
tadpoles	are	the	young	of	frogs
calves	are	the	young	of	cows
foals	are	the	young	of	mares
pigs	are	the	young	of	hogs
fawns	are	the	young	of	deer

EGGS.

LESSON XX.

Birds lay in neſts.
Gnats lay in ponds.
Fleſh-flies lay in meat.
Some flies lay in cheeſe;
Some in dung;
Some in gutters;
Some in the ſheep's noſe;
Some on the horſe's coat;
Some in his fleſh;
Some lay on cattle;
Some in the deer's throat;
Honey-bees lay in cells;
Some bees in the ground;
Some in old trees.
Hornets lay in cells;
So do waſps.

INCREASE.

LESSON XXI.

Beaſts have milk for their young.

Birds lay eggs, and ſit on them.

Young birds come out of eggs.

Frogs lay ſpawn in ponds—

Tadpoles come from the ſpawn; — and tadpoles turn to frogs.

Some birds build neſts; — and feed their young there.

Fowls ſeek for food, and call their young to eat it.

Old cats catch mice, and bring them to their kittens.

EGGS.

LESSON XXII.

Dor-beetles lay in the ground: the eggs turn to grubs, which eat the roots of graſs.

Stag beetles lay in old trees.

Lobſters carry their ſpawn; ſo do ſhrimps; they carry it under their tails.

Spiders weave webs;

Some make a ſtrong purſe for their eggs;

Some hang them cloſe to a wall;

Some carry them about;

Mites lay in cheeſe.

Snakes lay in dunghils.

Gnats lay in ponds; the eggs turn to grubs; the grubs change to gnats.

Moſt birds make neſts; but the cuckoo makes none; ſhe lays in the neſt of other birds.

ARRANGEMENT of four-footed ANIMALS.

Some have whole Hoofs.

LESSON XXIII.

The horſe has whole hoofs.

So has the aſs.

Some divide the hoof.

The ox, the ſheep, the goat, and the deer.

The hog has cloven feet; but the bones of them, are like thoſe of beaſts of prey.

The reſt of our an-i-mals are di-gi-ta-ted; only the ſeal and the bat.

The ſeal is pin-na-ted; and the bat is winged.

F O O D.

LESSON XXIV.

Our hoofed an-i-mals eat herbs.

Hogs will devour fleſh; they eat all kinds of filth; but love roots and fruits.

Cats are beaſts of prey; they catch mice and birds.

F O O D.

Dogs are beaſts of prey in a ſtate of nature; but they are become our ſervants.

The fox is a beaſt of prey; he is ſly and ſubtle; he ſteals our poultry; and kills game.

The badger eats fruit, in-ſects, and frogs.

The otter is a beaſt of prey; he eats both fiſh and fleſh.

LESSON XXV.

Weaſels are ſmall beaſts of prey; they eat chickens, birds, mice, and rats.

Hares and rabbits eat herbs.

Squirrels eat nuts, young ſhoots, and young cones of firs.

Dormice eat nuts.

Rats eat almoſt ev-e-ry thing.

Mice eat corn, nuts, cheeſe, and bread.

The hedge-hog eats roots, fruits, worms, and inſects.

F O O D.

Moles eat worms, inſects, and roots.

Shrew-mice eat corn, and inſects; they are often ſeen rooting among filth; perhaps to get grubs.

The ſeal feeds on fiſh.

Bats eat inſects; and will eat meat if they can get it.

ANIMALS USEFUL to MAN.

LESSON XXVI.

The horſe works for us.

So does the aſs.

The ox is food for us; his fleſh is beef.

We make candles of his tallow.

Leather is the ſkin of beaſts.

There is ſcarce any part of an ox but what is of uſe.

The blood, fat, marrow, hide, hair, horns, hoofs, milk, cream, butter, cheeſe, whey, bones, all the entrails, and the dung, have their uſe.

ANIMALS USEFUL to MAN.

We owe many of the comforts of life to the ox; food, cloaths, and med-i-cine.

Ox is the fam-i-ly name for our horned cattle.

Cows give us milk, and bring us calves.

Calves are food for us: veal is the fleſh of a calf.

Sheep are very uſeful: they ſupply us with food and cloaths.

Sheep give us wool; of wool we make warm cloaths.

Sheep bring us lambs; and lambs are good food.

Goats give milk, and bring kids; the fleſh of kids is good; and we make gloves of their ſkins.

Deer give us food and cloaths.

The fleſh is ven-i-ſon; the ſkin is of uſe.

The horns are made into hartſhorn.

Hogs are of great uſe to us.

ANIMALS USEFUL to MAN.

Pork is the fleſh of ſwine.
They bring us pigs, which we eat.
We make bruſhes of hog's briſtles.
Cats catch the mice and rats.
Dogs do us great ſervice; they watch for us; help to keep ſheep; catch hares; and help to catch all kinds of game.
Dogs will learn to do any thing.
A dog is fond of his maſter, and will defend him.
A dog is a kind of friend.

Of WILD ANIMALS.

LESSON XXVII.

Foxes do us ſome harm; they catch our fowls, and kill game.
Badgers do no harm; their fleſh is good — the fur and hair are uſeful.

Of WILD ANIMALS.

Otters deſtroy fiſh; their fur is of uſe.

Weazels ſteal our poultry; but they deſtroy rats and mice.

Hares are harmleſs creatures; their fleſh is good; and their ſkins of uſe for hats.

The ſame may be ſaid of rabbits; we make muffs of their ſkins.

Squirrels are pretty, ſportive, and harmleſs.

Dormice do us no harm.

Rats and mice rob and moleſt us.

Hedgehogs are quite harmleſs.

Moles injure the roots of plants.

Shrew-mice eat ſome corn.

Seals ſupply us with oil; and with ſkins for trunks.

Bats live chiefly on inſects.

Thus you ſee that many animals are very uſeful; and very few do us any harm.

QUESTIONS.

LESSON XXVIII.

Have you a top?
Will it ſpin?
Does it hum?

Have you a cart?
Has it horſes?
Has it a ſtring?
Can you drag it?

Have you a drum?
Can you beat it well?
Where is it?
Will you lend it to me?
Where are the ſticks?
Is it well braced?
May I beat it here?
How long may I have it?

QUESTIONS.

LESSON XXIX.

Where is your doll?
What is ſhe made of?
Is ſhe made of wax?
May I ſee her?
What is her dreſs?
Has ſhe a coat?—
Or does ſhe wear a gown?
Has ſhe a cloak?—
And a hat?
Has ſhe a muff?
What is her beſt dreſs?
What has ſhe on now?
Is ſhe dreſſed in ſilk?
What colour is it?
Is it blue? or pink?
Is it plain? or ſtriped?

ADMIRATIONS.

LESSON XXX.

Here ſhe is! dreſſed in white!
What a ſweet doll!
How neat ſhe is!
How light!
How well her cloaths ſet!
How neat are her ſhoes!
How fine her gown!
How nice her cloak!
How ſmart her hat!
What black eyes ſhe has!
Her muff!—how pretty!
I admire her gloves!
And ſhe has a work-bag!
And ſciſſars in it!
And a pin-cuſhion!
And, bleſs me! here is work!

QUESTIONS.

LESSON XXXI.

Can you ride?
Have you boots?
Can you trot?
Have you a whip?
How big is it?
Will it crack?
Has it a laſh?
Is it a long one?
Where is your horſe?
Is he tall?
Or is he a hobby?
What colour is he?
Is he black? or bay?
How many hands high?
Is he gentle?
Have you a light ſaddle?

MVSEVM
BRITAN
NICVM

ADMIRATIONS.

LESSON XXXII.

What a nice horſe!
How briſk he looks!
What a tail he has!
What a mane!
What a coat!
As ſoft as ſilk!
He is as ſleek as a mole!
Charming creature!
What a beau-ti-ful ſkin!
How ſmooth!
How ſoft!
How bright!
What a neck he has!
How fine an arch!
He has a ſwan's neck!
I long to ride upon him!

THE END.

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